

Group 3 Challenge:

Using the Fast Plant cookbook directions identify how this lesson could be modified to accommodate the learning needs of the following groups. Consider the implementation of the activity, as well as the instructional strategies used.

1. ELL students: Pair ELL student follow steps 1-5 by mirroring a fellow student who is not ELL. Explain the parts of the flower with pictures, specifically pointing out the parts they'll have to manipulate.
2. Special education students: Pair not several special needs student follow steps 1-5 by mirroring a fellow student who does not have special needs.
3. Gifted students: Use the suggested modifications at the bottom of the lab to challenge these students, giving them freedom to make modifications and test additional hypothesis.

How are you meeting the needs of all students?

1. Visual: Modify the lab by modeling what needs to be done pictorially and/or physically. The directions are written which helps the visual learners.
2. Auditory: As you are modeling you are explaining what is going on, therefore this will help ELL and Special Education students as well.
3. Kinesthetic /tactile: By doing the activities in the lab the tactile person's needs will be met.